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ABSTRACT

A technique for sampling the attitudes of high school seniors toward post-secondary education was designed, and nine high schools in Empire County were sampled. Data were collected through a questionnaire administered to a 25% sample of the senior class at each school, interviews with two male and two female seniors at each of the nine schools, and interviews with a guidance counselor and an administrator. Responses are analyzed by school and by question, and recommendations are made concerning ways in which Empire Community College can increase its visibility and improve its public image. The questionnaire administered to students and questions asked of counselors and administrators are appended. (KM)

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ATTITUDES TOWARD POST-SECONDARY EDUCATION: EMPIRE COUNTY HIGH SCHOOL SENIORS

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In the spring of 1973 the author designed a technique for sampling the attitudes of high school seniors toward post secondary education. Eight of ten public high schools and the one major private high school in Empire County were sampled. The project comprised three basic forms of data input. First, a questionnaire was administered to a sample composed of 25% of the senior class at each school. A sample of the questionnaire is included in Appendix A. Discussion of the questionnaire is included under Methods. Second, two male and two female students were selected from the population exposed to the questionnaire at each high school. These students were asked to respond orally to selected statements from the 1. through 15. Guttman Scale type statements. (See Methods). Third, a guidance counselor and an administrator were asked to respond orally to a set of questions posed by the interviewer. (See Appendix B.)

Preliminary summary analysis and Conclusion sections are appended to the recorded information for each school. While the process of analysis of necessity involves the interpretive capabilities of the researcher, at no time should the reader conclude that the data base itself has been supplemented by the researcher.

It is appropriate here to set forth selected national data as an introduction to the issue of investigating the role of college in the values of high school seniors. For example, the estimated retention rates, fifth grade through college graduation for the United States, 1964 to 1976, are as follows: "For every ten pupils in the 5th grade in the Fall of 1964, 9.7 entered the 9th grade in the Fall of 1968, 8.7 entered the 11th grade in the

Fall of 1970, 7.5 graduated from high school in 1972, 4.3 entered college in the Fall of 1972, and 2.3 are likely to earn a Bachelor's degree in 1976."[1]

The rate of attrition exemplified above becomes more poignant when attention is focused on the rate of increase in college enrollments. "Although the enrollment in institutions of higher education in the United States has increased each fall since 1951, the annual rate of increase dropped to a mere two percent for Fall 1972. Enrollment of students in programs creditable toward a Bachelor's or higher degree and in vocational and technical programs of less than four years rose from 8,949,000 in Fall 1971 to an estimated 9,124,000 in Fall 1972. Two year institutions experienced the largest increase in the number of enrollees: 133,000 or 5.3 percent; while only 42,000 more students, an increase of 0.6 percent, were attending four year institutions in the fall of 1972. Approximately 27 percent of all college students in the fall of 1972 were attending two year institutions."[2]

A major factor in the academic decision making process for Empire County high school students is the cost versus gain potential of attendance at college.

In the late 1960's the term "relevance" reached a dimension of triteness one would never have thought possible. Equally as hackneyed was the canonical rejoinder panegyrizing the mythical, or at best Rennaissance "well rounded" man. Any attempt to navigate a middle course seemed a "cop-out" by some and a prostitution by others. Beneath this tumult there has been an undercurrent of belief that, on the one hand, education has grown away from the needs of the people into an ever more self-serving process. "In April 1972,

a national sample of adults confirmed the rising level of disaffection: 56 percent said they would vote against raising taxes if 'the local schools said they needed much more money'. In subsequent bond elections they have been as good as their word." [3]

On the other hand, we in the profession of education have only to footnote the thoughts of some of our colleagues, or even ourselves, who sagely agree that the young of today do not know what is good for them. This project was not intended to silence one side or the other, but to bring information into a form useful for all concerned.

PURPOSE

The purposes of conducting the study reported herein are manifold. Within two dimensions of analysis we find the study as: (1) an academic exercise of immediate and long term professional and educational benefit to the project director, Professor Pardi; to the E.C.C. students who participated directly in the data gathering process; to the students at E.C.C. whose careers will be affected by those who familiarize themselves with the content of this study; and to the students and faculties in Empire County High Schools who were affected by the conduct of the study. (2) The study should have significant impact on the educational milieu of Empire Community College in the following ways: instructional personnel should be better able to evaluate the general and specific needs contributing to the learning interests, receptivity, and learning problems of their students; administrative personnel should be

better able to evaluate the general and specific needs contributing to the learning interests, receptivity, and learning problems of their students; administrative personnel should be better able to update, anticipate, and direct internal structural adaptation to the community environment the college is obliged to serve.

Obviously, the two dimensions intermesh to some degree. However, the power of this intermesh is greatly magnified by the consideration of this study as an instrument for yearly analysis of college/community symbiosis. Thus, the data and subsequent conclusions herein transcend the value of the moment and stand as a model for continuous, simplified assurance of the pertinence and leadership role of the college in its appropriate environment.

Systems of higher education have tended to foster their own existence within an atmosphere of presumed importance. That is, a string of mystically related conclusions which might go as follows: education is a good; the higher the education, the more the good; colleges are places of higher education; everyone knows that; the general public therefore values a college education; and, a two year degree is better than none at all, seems to waft through a general system which has tended to examine itself primarily through populations which have already somewhat demonstrated their values by being in college.

In an attempt to flesh out the demographic image more accurately, this project was aimed at Empire County high school seniors. We must immediately state that, while the survey was administered to at random a sample as possible (see Methods) comprising one quarter of the senior class at each of nine high schools in the county, certain

obvious input components of the E.C.C. student body are missing. For example, due to obvious limitations, the input of transfer students from other counties, states, and countries is not represented. The adult population, a substantial source of input into any community college, is not represented.

The reader is asked to remember that the data upon which the author's inferences and conclusions are based are pertinent only to a given population and are subject to change over time. In fact, as stated above, the project is designed as an instrument for measuring a changing data base. Therefore, while the conclusions stated herein may be empowered with significant validity, projection of these conclusions to a later data base would be innappropriate. For the same reasons, questions of immediate concern, such as those pertaining to projections of higher or lower enrollment for the fall of 1973 are innappropriate in connection with this study. A prior comparable data base is lacking. However, the 1973 data base, and subsequent population performance, should serve as an inferential model for all later data base/population performance projections.

METHODS

As stated in the Introduction, a questionnaire and personal interviews with students, counselors, and administrators were used as data input techniques.

Beginning with the questionnaire, (see Appendix A) the reader will note it is based on a Guttman scale model. Statements 1 through

15 are designed to elicit responses within the following range: Strongly Disagree; Mildly Disagree; Neutral; Mildly Agree; Strongly Agree. The next set of statements, 1 through 6, are objective multiple choice questions intended to elicit one answer per question from the given range.

Administration of the questionnaire adhered to the following procedure: liaison was established with a guidance counselor in each school who assisted the researcher in determining a random sample comprising 25 percent of the senior class. In most cases the samples were drawn from English classes that ranged from "D.C.T." to "Advanced". In some cases the target population was small enough to be sampled in various other kinds of classes.

The personal interviews with the four senior students from each high school were directed at those students who had already answered the questionnaire. The intent of the interview was to relax the student with repetition of six statements (1,3,4,10,13, and 15) from the Guttman section of the questionnaire while casually eliciting subject originated substantive responses to these statements. The students were selected by the researcher and the counselor with the only variable being sex; two male and two females.

Throughout the mass administration of questionnaires and throughout every personal interview the respondents were extensively advised of their absolute anonymity. This applied to students, counselors, and administrators. Appendix B contains the interview schedule designed for counselors and administrators.

As with the students, the interviews with the counselors and administrators were conducted in privacy and their responses noted as closely as possible by hand. A sample of these responses is

transcribed in the Analysis section of this paper.

ANALYSIS

To preclude unintentional bias on the part of the reader, and to ease the flow of analysis, the schools investigated are coded numerically.

As stated in the Methods section, raw scores were recorded within a five factor paradigm for the first fifteen statements, and a possible eight factor paradigm for the following six statements. All raw scores have been retained. However, to expedite the analytical process for the reader, the scores of the first fifteen statements have been collated into three variables: Disagree; Neutral; Agree. In all cases percentage calculations are computedon the basis of those who responded per statement; not the total number of respondents participating. Analysis will concern itself with the direction of the Guttman scale type responses, and then the six multiple choice questions. The columns of Guttman percentage scores include a letter; A,B,C,D,E, following each score in the Disagree or Agree category. These letters indicate the direction of balance of those scores totalled to achieve the single column read-out. A - Strongly Disagree; B - Mildly Disagree; D - Mildly Agree; E - St rongly Agree. C, of course, would stand for Neutral and is therefore inappropriate since Neutral is already a single column read-out. For example, a read-out of 43.0 A indicates the total of percentage figures falling in the Disagree column and the fact that those figure totals went more in the direction of Strongly Disagree rather than Mildly Disagree.

As is evident in the analysis of School #1, the complete analysis of the data input is a lengthy and involved process, therefore, the reader is asked to scrutinize Analysis #1 carefully as it will serve as the model for the following eight analysis. The reader will therefore be spared the task of following the writer through the intricacies of each case. However, to preclude any danger of the reader being unsure as to the data upon which each analysis rests, the collated scores will precede each discussion. T stands for a tie in the score.

ANALYSIS OF SCHOOL #1: N - 108.

	Dis.		N.	Agr.	
1.	43.0	A	8.4	48.6	D
2.	16.6	A	27.8	55.5	D
3.	75.9	A	9.3	14.8	D
4.	21.3	B	30.6	48.2	D
5.	13.9	B	13.0	73.1	D
6.	72.2	A	15.7	12.0	D
7.	13.9	B	42.6	43.5	D
8.	73.2	A	12.0	14.8	D
9.	79.6	A	2.8	17.6	E
10.	72.2	A	10.2	17.6	D
11.	67.6	A	11.1	21.3	D
12.	13.9	B	21.3	64.9	E
13.	20.6	T	42.1	37.4	D
14.	16.7	B	38.9	44.4	D
15.	17.6	A	23.1	59.3	D

	1	2	3	4	5	6	7	8
1.	11.1	23.1	3.7	26.9	9.3	.9	25.0	
2.	38.3	20.6	15.9	19.6	4.7			
3.	31.5	13.9	8.3	4.6	1.9	1.9	14.8	23.1
4.	26.9	28.7	39.8	4.6				
5.	19.4	40.8	16.5	19.4	3.9			
6.	28.7	26.7	8.9	5.0	29.7	1.0		

Analysis of Guttman Scale type statements:

S#1. The nearly even split of those who responded indicates that, apparently, at least two years of college are not foremost

in the career plans of the respondents at this school. In fact, the less than 50% margin is skewed in favor of D. Few were neutral.

S#2. Slightly over 50% of the respondents signified their counselors gave them good advice. While the responses were strongly skewed in favor of D, the small percentage indicating disagreement indicates that the counselors may play a significant role in steering career aspirations.

S#3. The responses to S#3 were overwhelmingly A. Even those who responded in Agree were predominantly D. At least in philosophy, the female population of this school is well represented regarding availability of college education.

S#4. S#4 is an interesting case. While less than 50% of the respondents were in Agree - and of those, the majority were D - the large number of neutrals and the interview background indicated a simple lack of information as being more responsible for the distribution rather than their true convictions.

S#5. S#5 is very strongly Agree D. In fact, the totals of Neutral and Disagree were almost identically small. However, while consensus may even indicate recognition of a fact, the reader should not confuse this consensus with an intention to pursue that fact.

S#6. Again, S#6 elicited strong responses in a particular direction. Here we see that the largest percentage answered under A. By itself, the statement does not carry much value. When played against S#10 the indication is that parental knowledge is of less importance than countering parental opinion; at least in statement, if not in fact.

S#7. 43.5%, mainly D, answered in the affirmative. Nearly as many answered Neutral. This indicates simple lack of information at the time most crucial to college/career decisions.

S#8. The response to this statement indicates strong expectancies of something in college attendance other than the simple attainment of a degree. 73.2 answered mainly A.

S#9. Again, the reader's attention is drawn towards fitting S#9 into the total context of other statements. 79.¢% answered mainly A, thus discrediting both parental (6 and 10) and peer pressures as strongly motivating forces indecision making.

S#10. The heavy negative response here falls into the pattern already described.

S#11. S#11 suggests the relationship of college to life success in a slightly different way than S#1. The reader will note the response difference under this more direct suggestion.

S#12. At first, this statement seems simple and direct. However, the reader is cautioned to consider that, while 64.9% answered sligh toward E, this is a response based on the subject's perception of another person's or persons', feelings. Even granting the accuracy of the perception, remember to refer the response quotient to S#6 and S#10 before attempting to extrapolate probable motivation for enrollment.

S#13. The response pattern in this statement clearly indicates the pattern showing in S#4, S#7, and S#15. The largest single response was in Neutral, indicating an obvious lack of information at a critical decision making stage.

S#14. Actually, the largest single response category in the raw scores was Neutral. However, when collated to three variables.

the responses lean slightly toward D. Again, this should be read as indicative of relatively high autonomy. Most respondents simply did not make concrete statements about their friends in either direction. This fits well with S#9. It also suggests that attendance at E.C.C. is not to be taken as a self evident prophesy among these students.

S#15. The largest response category was D. However, even though the collated Agree column exceeds S#1, S#4, and S#13. However, S#5 and S#11 throw balance to either side of the conclusion.

MULTIPLE CHOICE QUESTIONS:

Q#1 The most numerous response was Item #4. However, it was only 1.9% over Item #7. Item #5 drew only 9.3%, less than Item #1. Directly declared intentions of enrolling in E.C.C. programs total 36.2%; slightly over one third of the respondents. Yet, 25% indicated direct intentions of enrolling in a four year college or university, probably out of Empire County. 29.6% indicated of enrolling in further education exclusive of E.C.C.

Q#2 Q#2 is fairly direct. The implications are clear.

Q#3 Following the pattern extablished above, these respondents showed high autonomy through 31.5% concern with educational quality, 23.1% concern with probable success, and only 1.9% concern with the recommendations of the counseling staff. Only 1.9% showed concern for the attitudes of the teachers. Of some significance were the responses of concern for finances and the job value of the degree or certificate.

Q#4 The reader's attention is strongly called to the response range of Q#4. Fully 39.8% of the respondents definitely stated they did not think they had enough information to make college or vocational choices. 39.6 "NO" plus 28.7 "Maybe" leave, excluding 4.6 error, a paltry 26.9% concluding that they were well informed.

Q#5 40.8% of those responding acquired their information concerning educational/vocational careers from their friends. less than half of that number got this information from their counselors. And still less got their information from parents. This case is interesting because E.C.C. representatives happen to exactly match high school counselors as information sources.

Q#6 Q#6 is straightforward. While Item #5, other colleges, ranked numerically highest of all (29.7%), E.C.C. combines options, Items 1 and 2, totalled (28.7 & 26.7 to 55.4%) or over half the available options in a 5 factor range.

STUDENT INTERVIEW RESPONSES: Oral responses to Statements 1,3,4,10,13, and 15 on the Guttman type scale.

Student #1 (Male)

1. Four years or none at all. Two years makes no difference
3. False
4. I don't know. It depends on the community college.
10. No

13. How would I know?

15. No. I know people who failed when they went on to a university.

Student #2 (Female)

1. Not necessarily.

3. No, not now.

4. I don't think so. It's about the same as high school.

10. No.

11. Yes.

15. I think so.

Student #3 (Female)

1. Yes, I want money

3. No.

4. I don't know. I suppose it is.

10. No.

13. Yes.

15. True.

Student #4 (Male)

1. I need a degree to be considered for a job.

3. They should go, but they don't need a degree.

4. They are probably a little easier.

10. No, I'm not going to the school my mother wants.

13. Yes - I suppose - I don't know enough about it.

15. Yes, it will because I'll be going to a Florida college. Many of our teachers say we will lose credits even in Florida if we transfer from a community college to a university.

COUNSELOR INTERVIEW RESPONSES: See Appendix B.

Counselor at School #1.

1. 50 to 60% every year. Probably a decrease this fall (1973)
2. 10% or less:
3. Most of the kids talk about college. But so many are working right now, and doing well, they feel they would be better off to go directly into full time work and be that much further ahead in their jobs.
4. Not really. Grade point average is about the best.
5. The college parallel program is generally accepted here. But we have very little information on two year certificate programs. More would go to E.C.C. if these programs were better known.
6. Yes. Social prestige first. Job training is a minor consideration.

ADMINISTRATOR INTERVIEW RESPONSES: See Appendix B.

Administrator at School #1.

1. At least 30%.
2. 25% of the students.
3. They find it harder than they thought.
4. A small percent go on to college; a larger percent goes toward certificate programs.

5. Yes. But there is a significant problem with the kids and the parents not knowing about the vocational programs at E.C.C.
6. No strong differences. College is an easy way out. They think they can get money without working hard. These kids don't like to work. They want prestige jobs; the non-labor jobs.

SUMMARY ANALYSIS AND CONCLUSIONS

At this school the students are not highly motivated to go to college; at least, not for the sake of the education. The apparent influence of the counsellors may in fact have significance here. The interviewer noted that, especially with the counselor, but also with the administrator, the term "college" seemed to represent an academic enterprize beyond or after E.C.C. "College" seemed to represent, almost exclusively, a four year institution. E.C.C. would then tend to be represented as a quasi-college; a warm-up for the real thing, but not a valid college in and of itself. This implication is evidenced among the students by S#4 and S#7. While 65.8% of the respondents indicated plans for immediate continuance of education beyond high school, both the counselor and the administrator indicated the actual enrollment rate is substantially below the declared intention rate. Even within that declared intention rate, E.C.C. programs accounted for only 36.2%; slightly over half the declared rate. While it is probable that the E.C.C. declarations will suffer some loss, it is also probable that many who declared intentions for non-E.C.C. higher

education will, for academic, economic, or other reasons, come to E.C.C. after all. However, the reader is cautioned against the optimism of foreseeing a balance in the net result. Recommendations include increased emphasis on E.C.C. as a valid two year college and as a valid avenue of vocational pursuits.

SUMMARY ANALYSIS AND CONCLUSIONS BASED ON ALL NINE SCHOOLS IN STUDY: N - 581

	Dis.	N.	Agr.
1.	34.3 A	12.0	53.7 E
2.	17.7 A	20.5	61.8 D
3.	66.9 A	14.0	19.1 D
4.	27.4 B	27.6	45.1 D
5.	12.2 B	24.5	63.3 D
6.	69.6 A	18.3	12.1 D
7.	20.5 B	34.6	45.0 D
8.	69.8 A	13.3	16.9 D
9.	79.5 A	5.5	15.0 E
10.	66.5 A	15.9	17.6 D
11.	61.2 A	14.2	24.7 D
12.	16.4 A	34.4	47.2 D
13.	20.0 A	39.7	40.3 D
14.	18.0 B	33.7	48.2 D
15.	20.8 A	22.7	56.4 D

	1	2	3	4	5	6	7	8
1.	10.6	20.1	3.9	20.8	7.8	6.0	30.2	
2.	33.6	16.8	15.4	30.0				
3.	31.6	13.0	9.8	2.7	4.3	0.7	12.8	24.1
4.	31.2	28.4	36.6					
5.	27.1	29.5	12.6	26.2				
6.	24.7	20.3	9.1	8.0	34.9			

In looking at the total sample, 581 Empire County high school seniors, we see that barely over half have responded positively to S#1. Few were neutral; and, over 1/3rd were definitely negative. S#4 elicited less than 50% positive responses. However, a substantial neutral score indicates lack of information as a significant factor.

S#5 elicited slightly under a 2/3rds vote of confidence for E.C.C., but the high neutral factor was still present. Quite in the pattern, S#7 elicited a high neutral factor with even the negative responses on the mild side. Over 2/3rds of the sample population rejected the college experience for the degree alone (S#8). This matches well with the response to S#11 in which nearly the same percentage answered in the negative. While the counselors enjoyed about a 2/3rds vote of confidence, (S#2), parental opinion was rejected by an even larger margin (S#6 and S#10). The response to S#12 shows less than 50% positive, but again, the high neutral factor, combined with the attitudes recorded in S#6 and S#10, indicates that the students are probably not aware of how their parents actually view E.C.C. The positive factor may well increase if communication were facilitated; but then, this should not imply the students will act positively on parental opinion (S#10).

Specifically regarding E.C.C., the high neutrality recorded in S#5, S#13, S#14, and S#15 seems indicative of a low profile on the part of E.C.C. A case might be made for the proposition that E.C.C. is not coming through as a useful and/or necessary institution. Undoubtedly E.C.C. is known throughout the county. But seemingly in the same way as Harvard is known in Appalachia. What good is it?

The author does not intend to belabor E.C.C. as being totally at fault in this dilemma. However, one is reminded of the mythical demon with whom Hercules wrestled. So long as Hercules used the standard form of attempting to throw or pin his opponent, the demon had strength. For it was in the touching of the earth that the demon drew its powers. When Hercules held the demon above the ground,

when he broke the demon's contact with the earth, his adversary's strength was gone. So too, while E.C.C. is not a "demon", as long as it hovers too long above the earth which it serves, it will be drained of its strength.

On the other side of this issue is the very nature of the secondary school system itself. A continuous and pervasive attitude coming through the responses and the interviews with students and staff was that post secondary education has not proven its relevance to more than a minority of Empire County students. While the responses toward the value of post secondary education were, as shown, somewhat on the positive side, the substantive material coming through the interviews pointed toward a willingness to acknowledge the value ideologically but an unwillingness to act on that admission unless something immediately tangible were probably associated with it. The students continually viewed community college education as "more of the same".

Of what impact is the classroom atmosphere? Many educators are familiar with Rosenthal and Jacobson's Pygmalion In The Classroom and Stanley Coopersmith's Antecedents of Self-Esteem. Kester and Letchworth [4] retested Rosenthal and Jacobson on secondary school students. In sum, the "self-fulfilling prophecy" was verified in the secondary system as well. Biggs and Johnson[5] altered the theory somewhat to what they proposed as "Self-Made Academic Predictions of Junior College Students". In brief, their conclusions were: "Junior college students are considerable less optimistic about their future academic performance than are U of M liberal arts freshmen. In light of their lower aptitude scores and poorer past performance, this could be considered 'realistic' by some, yet these pessemistic attitudes may affect a 'self-fulfilling

prophecy'".[6]

At this point one can begin to fit the pieces together into a mosaic of secondary education which has solidified into a traditional structure geared, for the most part, as a terminal experience. Our high schools are, in too many cases, simply feed lots wherein a student's brain is brought within an approved weight range; not too light, not too heavy. One suspects the average has become the ideal. And it is within this milieu that E.C.C., vaguely reckoned as being "relevant" to an unknown few, must survive.

RECOMMENDATIONS

The writer is certainly not suggesting that E.C.C. roll over and play dead. Quite to the contrary, it is strongly suggested that E.C.C. should emerge far more visibly through a variety of methods. Some of these are as follows: (1) a follow-up study matching actual enrollments against declared intentions should be performed in the Fall of 1973, and every year thereafter; (2) E.C.C. must develop a survey questionnaire designed to evaluate the expressed needs and values Empire County residents have relevant to E.C.C.. This may include information such as age, level of education, job interest categories, ect. and could be circulated through Empire County once in the Sunday issue of all County newspapers. (3) E.C.C. must take the initiative to generate and host seminars and workshops on campus which will bring together counselors, administrators, faculty, students, interested parents, and generally interested members of the community to discuss the evolving values and needs of Empire County. Industrial and various business representatives from throughout the county would probably welcome the

opportunity to speak and participate in programs which will better prepare the potential labor force in Empire County. (4) Presently, E.C.C. is involved in seminars for Gifted Children in Empire County. This writer participated, along with several other interested faculty, in the pilot project. The project undoubtedly has value for these children; However, the educational research referred to herein and the data gathered in this project indicate that the school systems are already segregating and channeling these students toward post secondary education. The writer emphatically supports the efforts of E.C.C. in the Gifted Child Program. However, caution must be applied to avoid the unwitting alienation of those children not chosen for the program. (5) The faculty at E.C.C. has shown interest in the Speaker's Bureau program. Every day Empire County newspapers carry stories of immediate concern to the residents of the County. E.C.C. should initiate relations with local news media which allow the college to advertize, free or for minimal fee, panel and open discussions on topics of concern to County residents. (6) E.C.C. faculty should be encouraged to speak to high school audiences about the job possibilities, growth potential, and other aspects of the fields they have specialized in. (7) E.C.C. must develop an externally directed, concise position paper which explains the relationship of post secondary education, as it is evolving, to the evolving conditions of life and its necessities. E.C.C. must touch the earth from which it draws its strength.

APPENDIX A

QUESTIONNAIRE ADMINISTERED TO STUDENTS

1. To be successful in life, I feel I should have at least two years of College
2. My high school counselors probably give me very good advice.
3. Females have less reason to go to college than males.
4. The quality of education at a community college is just as good as the first two years of a university.
5. Empire Community College is able to fill the two-year educational needs of most young people in Empire County.
6. My parents know the most about where I should go to college.
7. Community colleges are easier than universities.
8. I would go to college just to get the degree.
9. The quality of the college is not as important as whether my friends are going there.
10. If my parents like a certain college, I probably will go there.
11. College degrees are necessary to be able to do your job well.
12. My parents think Empire Community College is a good school.
13. Empire Community College has vocational or college transfer programs that I need for future success in getting a job.
14. My friends intend to go to Empire Community College.
15. Having a degree or certificate from Empire Community College will make a difference in my ability to get into a university or get a good job.

1. Do you intend to continue your education beyond high school?

    1. I do not intend to continue beyond high school.
    2. I intend to continue, but only after I have worked for a while.
    3. I intend to enroll in a vocational school.
    4. I intend to enroll in a Empire Community College program leading to the associate degree for transfer to a senior institution.
    5. I intend to enroll in a Empire Community College program leading to a two-year occupational associate degree.
    6. I intend to enroll in a community college other than E.C.C.
    7. I intend to enroll in a four-year college or university.

2. If you apply to more than one college or university, Empire Community College represents your:

    1. First choice
    2. Second choice
    3. Third choice
    4. Fourth choice or more.

3. Which one of the following considerations was the most important in your decision whether to attend college or not attend college.

   1. The quality of the education offered.
   2. The job value of the degree or certificate, regardless of quality
   3. The attitudes of your parents
   4. The attitudes of your friends and classmates.
   5. The recommendations of the counselling staff.
   6. The attitudes of my teachers
   7. Finances
   8. Probable success.

4. Do you think you have enough information about the various programs at Empire Community College and other vocational schools and colleges in the area upon which to base an intelligent decision?

   1. Yes
   2. Maybe
   3. No

5. Where did you receive this information?

   1. From my high school counselors
   2. From my friends
   3. From my family
   4. From representatives of Empire Community College and the other schools.

6. Which of the following schools would you like to have more information about?

   1. Empire Community College transfer program
   2. Empire Community College occupational program
   3. Other vocational or trade schools
   4. Other junior colleges
   5. Other colleges.

APPENDIX B

QUESTIONS ASKED OF COUNSELORS AND ADMINISTRATORS

1. What percentage of the senior class has expressed a realistic interest in going to college?
2. What percentage of the ones who have expressed an interest will actually go to college?
3. Assuming disparity in the first two answers, what accounts for the disparity?
4. Are there any characteristics that would enable a person to look at a population of high school seniors and predict, without asking them, how many will go to college and how many will enroll in two year terminal certificate programs?
5. Do you feel that Empire Community College has generated its image strongly enough to where students can make an intelligent choice about it?
6. Is there a difference in the goals of the college-goers as opposed to the non-college-goers?

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